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# Appendix B

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## Great Falls Public Schools

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The following needs assessment questions were cooperatively developed by parents, students and administrators with the assistance of Dr. Carolyn Callahan from the University of Virginia. The questions primarily asked the rater to rate each question on a “Disagree,” “Don’t Know,” “Agree” scale. The results were tabulated and formed the basis of the program revision that is currently operating in the district. Over 1,200 surveys were completed.

### Parent, Teacher, Administrator and Counselor Responses

#### Issues Related to Who are the Gifted

Gifted students are above average in all academic areas.

Gifted students can be gifted in one subject area only.

The gifted program should serve those with high intellectual ability only.

The gifted program should serve those who are highly creative.

The gifted program should serve those who are gifted in specific academic areas.

The gifted program should serve those who are gifted in visual and performing arts.

The percentage of the student population which should be identified and served by the gifted program is \_\_\_\_\_.

The number of students identified and served as gifted should be as large as possible.

The gifted and talented program should serve only students who are identified as gifted.

Students who are highly creative but not above average academically are gifted.

Gifted students are usually leaders.

When asked to rank order which group should be served first, second, etc., given the reality of limited funds, the following choices were made:

Those with high intellectual ability.

Those who are highly creative.

Those who are underachievers.

Those gifted in visual and performing arts.

Those gifted in a specific academic area.

Those who are motivated and productive.

### **Issues Related to Programming**

Gifted students should be allowed to progress through the classroom subjects at a faster rate.

Gifted students should study the same subjects as other students but in greater depth.

Gifted students should be provided with opportunities to pursue a self-selected topic in depth.

Gifted students should be involved with the community through mentorships, onsite visits, interviews, etc.

Gifted students should develop higher-level thinking processes that are beyond those used in the regular curriculum.

The gifted program should be designed to meet the social and emotional needs of gifted children.

Gifted students need the chance to interact with each other on a regular basis.

Gifted students require more, rather than less, individual attention from teachers.

The gifted program specialist should work with the classroom teacher to provide for the individual needs of the gifted students in the regular classroom.

Classroom teachers should provide for independent learning by the gifted students in their classroom.

Regular classroom teachers should heed the needs of gifted students who are placed in their classrooms.

Most regular classroom teachers are familiar with the instructional strategies that are best suited to gifted children.

Teachers of the gifted provide their students with enough appropriately different instruction in the gifted classes.

Honors courses and advanced placement courses at the high school level provide appropriately challenging curriculum for gifted students.

Classroom teachers have adequate resources (books, materials, etc.) to meet the needs of the gifted children in their classes.

Most teachers in this school provide appropriately different instruction for gifted students in their classes.

Sufficient program opportunities exist for gifted education students at the K-3 grade levels.

Sufficient program opportunities exist for gifted education students at the 4-5 grade levels.

Sufficient program opportunities exist for gifted education students at the 6-8 grade levels.

Sufficient program opportunities exist for gifted education students at the 9-12 grade levels.

The current district program is meeting the needs of students who have special talents in art.

The current district program is meeting the needs of students who have special talents in music.

The current district program is meeting the needs of students who have special talents in drama.

Gifted children should be allowed to skip a grade.

Gifted students should be allowed early entry into kindergarten or first grade.

Selected middle school students should be permitted to take high school classes for credit.

Gifted students should be allowed to test out of a course at the high school level and receive credit.

Preassessments should be used consistently for the purpose of providing appropriately differentiated instruction for gifted students.

Providing appropriately different curriculum for gifted students within the regular classroom takes up too much of the regular classroom teacher's time.

Programming options for gifted students should include the use of IEPs (individual education plans).

Programming options for gifted students should include the use of annual reviews.